DOCUMENT RESUME

ED 424 466 CE 077 475

TITLE	Patterns for Success: Transferring Skills (P5). Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1996-00-00
NOTE	34p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Critical Thinking; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; *Problem Solving; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Transfer of Training; *Workplace Literacy
IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on transferring skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in transferring skills for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the critical thinking and problem-solving skills required to transfer training to new contexts. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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ED 424 466

Patterns for Success: Transferring Skills (P5)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

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Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

Including Learners In The Educational Process

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Curriculum Guide

Module: Transferring Skills
Job Title: New Hires
Author: Bennett/Davis

General Instructional Objective: Critical Thinking and Problem Solving
Overall Time: 3.25 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	45 min.	1.1 Motivational Activity • Administer Preview. • Discuss job expectations and transferring what was learned in class to the job. • Define and discuss adaptability. • Show "Standard Textile 50th Anniversary" video. • Identify examples of adaptability in "50th. Anniversary" Video.	Preview "Standard Textile 50th Anniversary" Video	Completion of Preview Creation of list Identify examples of adaptability from the video

Specific Instructional Objective	**Time**	**Learning Activities**	**Resources/Materials**	**Evaluation (Process/Status)**
VI. 400 Demonstrate ability to apply or transfer skills learned in one job situation to another	20 min.	2.1 Instructional Activity • Read and discuss Pridecraft specific quotes. • Discuss how companies adapt using the Fisher Carriage Company example. • Identify examples of adaptability in "Repak" video.	Pridecraft specific quotes "Repak" Video	Identify examples of adaptability from the video
	25 min.	2.2 Instructional Activity • Quality Demonstration Activity • Discuss "Strategies for Adapting to New Job Situations"	Paper (8.5 x 11) Paper Clips Tape Handout: "Strategies for Adapting to New Job Situations"	Production of acceptable product Identify strategies that may work in a new job.

Specific Instructional Objective	**Time**	**Learning Activities**	**Resources/Materials**	**Evaluation (Process/Status)**
	45 min.	2.3 Instructional Activity • Brainstorm quality concept and follow up with bolt activity. • Discuss Pridecraft's Quality Statement. • View GMP Reinforcement Video • Read and paraphrase company's mission statement.	Five sets of mismatched nuts and bolts "Quality Statement" - Handout "GMP Reinforcement" Video "Mission Statement" - Handout "Mission Statement Exercise"- Handout	Identify quality in a manufactured product Identify practices in video that assure quality Students will be able to paraphrase mission statement Completion of Mission Statement Exercise

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
		2.4 Instructional Activity • Create and discuss individual mission statements. • Discuss and define commitment. • Complete Handout (Your Ideas About Commitment) • Commitment demonstration activity. • Compare and contrast "The Benefits of High Commitment" vs. "The Costs of Low Commitment."	Handout - "Your Ideas About Commitment" Scrub with pocket cut off, pocket, pins, and blindfold Handout - "The Benefits of High Commitment" Handout - "The High Cost of Low Commitment	Completion of assignments
(Closure)	30 min.	3.1 Closure Activity • Review key vocabulary • Create an "I learned. . . . " statement. • Administer Review.		Completion of Statement Completion of Review

LESSON PLAN

1.1 Motivational Activity– 45 minutes

A. Administer Preview

B. Ask students what they are expecting from their new jobs once they leave the classroom. List students' expectations on the board or chart paper. Ask students what they will need to do to meet these job expectations.

C. Ask students how what they have learned in class will help them to improve their job performance. Some examples may include: an understanding of Pridecraft as a whole and how their jobs fit in to the company as a whole, improved listening, speaking, and questioning skills, a better understanding of the company handbook and policies.

D. Discuss with students that they will need to adapt in order to meet their job expectations. Ask students to define "adaptability" . Define "adaptability" as "a characteristic that allows one to adjust effectively to demands". Explain that everyone must adapt when starting a new job. Ask students: what types of things they may need to adapt to on their new jobs, (i.e. new machine, new pay system, new attendance policy, new supervisor, etc.) Discuss that they may need to adapt in the future to keep their jobs. For example, if they move into a mod, they will need to learn how to use other machines. Technology may change the way their current job is done, they may need to learn to use the computer that runs their machine.

E. Show Standard Textile 50th Anniversary video. Ask the students to identify the adaptations from the company's beginning to present time. Point out that the first sewing machine in the video is now obsolete. Ask students to imagine trying to do their jobs on the treadle machine shown in the video. Discuss that obsolete machinery disappears, as do obsolete people. Ask students what they think this phrase means.

2.1 Instructional Activity– 20 minutes

A. Discuss Pridecraft specific quotes with the students:
"If you always do what you've always done, you will always get what you always got." and "Get out of the box, or get out of the way." Ask students to contribute quotes that they have heard. Discuss the following quote: The dictionary is the only place you can find success before work."

B. Discuss how companies must adapt to remain in business and be profitable. Use the following history of "Body by Fisher" as an example.

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Fisher Carriage Company made quality carriages, however when the automobile was developed, they would have gone out of business if they had not been able to adapt to the changing technology. They still made the best carriage around, but who wanted to buy it? The company did adapt and today if you look on the inside of the door of GM cars, you will see the "Body by Fisher" stamp. The company adapted to make autobodies for cars.

Discuss the fact that Fisher made a quality product from the start, and, state that if a company does not make a quality product it will not be around to adapt.

C. Tell students that they are going to see a video about Standard Textile. Ask them to watch for ways that Standard Textile has adapted. Show the "Repak" video.

D. Discuss the "Repak" video and how it shows adaptability.

2.2 Instructional Activity– 25 minutes

A. Quality demonstration activity: Instruct students that they are working in a plant that makes laser tubes that are used in laser surgery equipment. These tubes are very delicate and must be made exactly according to specifications in order to work. Give each student the following materials: paper, paper clips and tape. List these specs on the board:

1. 11 inches high
2. l inch opening on the top and bottom
3. secured by 3 pieces of tape
4. two paper clips on the bottom
5. must stand on end

Remind students that they are being paid based on their productivity, so speed is important. They will be given 3 minutes to make as many tubes as possible. After the 3 minutes, tell students that you, the instructor, will now act as buyer. Go around the classroom and look at the tubes that were produced, accept some and reject many. Give students another 3 minutes to produce tubes. Continue this process until the students start to ask the buyer questions about what he/she wants. Ask students who defines "quality"? The correct response is the **CUSTOMER**. How can we find out what the customer wants and will accept? The correct response is "To ask them." This activity demonstrates that quality is defined by the customer and that the customer's needs must always be kept in mind. Discuss how this relates to the employees' jobs on the floor: they must be aware of what the customer will accept, they need to ask when in training if their work meets quality requirements, etc.

B. Distribute a copy of "Strategies for Adapting to New Job Situations" and discuss the seven strategies listed. Discuss how these strategies will help students to meet their job expectations and succeed at their new jobs.

2.3 Instructional Activity– 45 minutes

A. As a class, brainstorm what "quality" means. Show students a bolt and ask them to come up with characteristics that would make a bolt good quality, i.e. strong, grooves cut in, etc. Give each pair of students a bolt and ask them if this is a good quality bolt. (Bolts should be good quality.) Next, give students a nut and explain that this nut and bolt are packaged and sold together. Ask students to put the nut on the bolt. (Nuts will not fit the bolts.) Now ask students if they would consider this a quality product? Why not? (i.e., it does not meet my needs.) If the product does not meet the customers' needs, it is not quality.

B. Give students a copy of the Pridecraft Quality Statement. Read and discuss this statement and have the students verbally paraphrase it.

C. Discuss that companies must continue to make a quality product while adapting to changing demands. Define "quality" as being "a characteristic of a product that makes it desirable to the customer."

D. Tell students that they are going to see a video about GMPs. Ask them to watch for practices in the video that can help assure quality. Show the GMP Reinforcement video. Discuss the video and also what the students have learned in class that can transfer to their jobs and help assure quality.

E. Distribute a copy of Pridecraft's Mission Statement to each student. Define a Mission Statement as a "statement of the company's purpose." Ask students to read the Mission Statement. Explain to students that Pridecraft's Quality Statement is developed from the company's Mission Statement.

F. Distribute a copy of "Mission Statement Exercise" to each student. Ask them to paraphrase the company's mission statement and then write an individual mission statement that supports the company's mission statement. (i.e., to sew at 100% production while producing lst. quality garments.)

2.4 Instructional Activity– 30 minutes

A. Ask for students to share their individual mission statements. Discuss that all employees' mission statements support the company's mission statement. Each individual should be committed to making a quality product. Ask students to define "commitment." After several suggestions have been given, define "commitment" as "holding to an agreement or principle."

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B. Distribute a copy of "Your Ideas About Commitment" to each student. Ask students to write out the answers to the 5 questions. Ask for a volunteer to share his/her responses.

C. Commitment demonstration activity: "Pin the Pocket on the Scrub" Materials needed: scrub with pocket cut off, pocket, pins and a blindfold. This game is played like "Pin the Tail on the Donkey". The blindfolded player represents an uncommitted employee, their mind is not on the job, they're blinded by other thoughts. Discuss how being uncommitted or not having your mind on the job can affect your work performance.

D. Distribute "The Benefits of High Commitment" and "The Cost of Low Commitment." Compare and contrast these two handouts. Discuss each section and how it effects the employee and the company.

3.1 Closure Activity– 30 minutes

A. Review the vocabulary: Adaptability, Commitment, Quality, and Mission Statement.

B. Have the students write an " I learned. . . . ." statement. For example, "I learned that a benefit of high commitment is high quality." Ask students to share their statements with the class.

C. Administer Review.

Name: _____

Date: _____

Transferring Skills
Preview/Review

1. The world around us is changing,
   A. although industrial process remain much the same
   B. and so are industrial processes
   C. and so is technology
   D. both b and c

2. Which of the following is **not** a strategy for adapting to change?
   A. positive attitude
   B. strong work ethic
   C. commitment
   D. inflexibility

3. Which of the following is the most important factor in job success especially when adapting to new job situations?
   A. good listening skills
   B. positive attitude
   C. able to delegate
   D. able to communicate with peers.

4. When adapting to new job situations, it is essential to learn ways to cope with and handle stress.
   A. True
   B. False

5. Which of the following is a strategy for adapting a new job situation?
   A. using good communication skills
   B. being an effective team member
   C. a and b
   D. none of the above

6. Which of the following is the best definition for "adaptability"?
   A. a characteristic which allows one to adjust effectively to demands
   B. remaining the same
   C. a characteristic which allows one to perform an activity exactly how it was done in the past
   D. an inability to change

7. Which of the following is a cost of low commitment?
   A. low morale
   B. high turnover
   C. high quality
   D. a and b

8. Being an effective team member and problem solver would be a strategy for adapting to new job situations.
   A. True
   B. False

9. Using your notes from the "Pridecraft 50th Anniversary" video, list one way the company has adapted to meet the needs of a changing society.

10. "Obsolete machinery disappears so do obsolete people." In you own words explain what this phrase means to you.

Name: _____

Date: _____

Transferring Skills
Preview/Review

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STRATEGIES FOR ADAPTING TO NEW JOB SITUATIONS

1. Positive Attitude -- the most important factor in job success is attitude.
2. Strong Work Ethic -- strive to do your best and always do what is right or just.
3. Learn ways to cope with and handle stress.
4. Use your time wisely and effectively.
5. Be an effective team member and problem solver.
6. Use good communication skills.
7. Be committed -- do an honest day's work. Give 100%!!

PRIDECRAFT QUALITY POLICY

"WE WILL CONSISTENTLY PRODUCE PRODUCTS THAT CONFORM TO THE REQUIREMENTS OF OUR CUSTOMERS GIVING THEM THE BEST LOW COST HEALTHCARE PROTECTION WITH SERVICE SECOND TO NONE."

Name: _____
Date: _____

Directions: Read and paraphrase the company mission statement.

COMPANY MISSION STATEMENT

Directions: Develop your own mission statement for your new job.

INDIVIDUAL MISSION STATEMENT

YOUR IDEAS ABOUT COMMITMENT

1. In the space provided, write what the work commitment means to you.

2. Recall a time when your commitment to work was high. What were the details?

3. Recall a time when your commitment to work was low. What were the details?

4. What were the main differences in management practices or organizational cultures between situation 2 and 3?

5. Is it important to you personally to feel loyalty and commitment to your managers and organization? Why?

THE HIGH COST OF LOW COMMITMENT

> **LOW QUALITY—** As commitment drops, so does employee concerns about the quality of goods or services put out by the company. As risk-averse employees hold back their suggestions for needed improvements, quality is sure to suffer.

> **LOW PERFORMANCE–** Employees with low commitment are satisfied to do the minimum--just enough to keep their jobs. The goals of the organization seem remote and unattached to them in any meaningful way.

> **HIGH TURNOVER–** Without commitment, employees may simply leave the organization at the first sign of trouble or discord.

> **POOR REPUTATION–** Companies may spend millions of dollars building a corporate reputation, only to see it destroyed by badmouthing from disgruntled employees.

> **LOW MORALE–** When commitment slides, employees no longer look forward to coming to work. They fall victim to stress-related illnesses, and on-the-job accidents increase. If people feel oppressed or unappreciated, the general atmosphere of the workplace will suffer.

> **INABILITY TO ATTRACT EMPLOYEES–** Since commitment is so important to most people, potential employees will work for organizations that build trust and loyalty. Organizations that do not understand and respond to this employee need will lose out in the competition for talented workers.

Complied by Danita Day

THE BENEFITS OF HIGH COMMITMENT

> **HIGH QUALITY–** Committed employees care about the quality of the goods or services that the company provides. They are eager to offer creative ideas on how to improve products or systems. Organizations that stand for quality and service are more likely to attract talented workers. These workers are looking to commit to a company in which they can take pride.

> **HIGH PERFORMANCE–** Employees with high commitment to the organization care about corporate goals and objectives. They are more willing to put out the extra effort necessary to increase performance and production.

> **LOW TURNOVER–** When employees are committed to the organization and feel that organization is committed to them, they are less likely to quit their jobs. Turnover and absenteeism drop substantially. In fact, committed employees value their existing work relationships so highly that they may even pass over more lucrative opportunities.

> **GOOD REPUTATION–** Workers who are committed to the organization speak well of it to their friends and in the community. This goes a long way to enhance the company's reputation with other employees, customers, and potential employees.

> **HIGH MORALE–** Committed employees are happy in their work. They love their jobs. When employee morale is high, there is less illness, fewer accidents, more fun and a heightened atmosphere of general goodwill.

> **TEAM SPIRIT–** When employees are committed to the highest objectives of the organization, there is more cooperation and group interaction. Teams work together readily as they bond with one another. Team spirit comes naturally when people are committed to the organization and to their co-workers.

> **ABILITY TO ATTRACT EMPLOYEES–** Almost everyone wants to work in the kind of company just described. They want to bond with their co-workers, love their jobs and feel committed to their organization. Organizations that understand this need will tend to attract the most talented people from a dwindling pool of well-skilled workers.

Compiled by Danita Day

College: ESJC___ MSTC___ **WORKFORCE 2000 PARTNERSHIP** Revised 5/96
Course#:_____ **INDIVIDUAL EDUCATION PLAN** Date:_____
Level:_____

Name:_____Male:___Female:___Age:___Birthdate:_____

Street:_____Social Security#:_____

City:_____State:_____Zip:_____Phone#:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian___Active duty___Retired Military___Military dependent___

Race: White___Hispanic___Asian___Black___American Indian ___Pacific Islander ___Alaskan Native ___Other(Specify)_____

Marital Status: Single___Married___Separated___Divorced___Widowed___

Number of Children Living with You:_____

Employer:_____How Long?_____Job Title:_____

How many hours per week do you work this job?_____Do you have more than one job?_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English___ Understand English___ Speak English___ Write English___

Work as part of a team___ Use Math___ Solve problems/use reasoning___

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math___ Solve Problems___ Team work___

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs___

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening___

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Transferring Skills
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• Improve skills for current job	(Preview)	Administer Preview	____	X	
• Improve skills for changing technology/future jobs		1. Discuss transferring what was learned in class to the job. 2. Define and discuss adaptability. 3. Show "Standard Textile 50th. Anniversary" video. 4. Identify examples of adaptability in 50th. Anniversary video.			
• Improve problem solving/critical thinking	Demonstrate ability to apply or transfer skills learned in one job situation to another.	1. Read and discuss Pridecraft specific quotes. 2. Discuss how companies adapt using the Fisher Carriage company example. 3. Identify examples of adaptability 4. Demonstrate quality			
		5. Discuss "Strategies for Adapting to New Job." 6. Brainstorm Quality 7. Conduct Bolt Activity 8. Discuss Pridecraft's Quality Statement			
		9. View GMP Reinforcement video. 10. Read and paraphrase company's mission statement. 11. Create and discuss individual mission statement. 12. Discuss and define commitment.			

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
		13. Complete handout "Your Ideas About Commitment" 14. Conduct Commitment Demonstration Activity 15. Compare and contrast "The Benefits of High vs. Low Commitment."			
	(Closure)	1. Review key vocabulary 2. Create an "I learned . . ." statement 3. Administer Review	X	____	

Employee Signature Date

Instructor Signature